

Duncan Chapel Elementary

210 Duncan Chapel Road
Greenville, South Carolina 29617

Grades	PK-5 Elementary School	
Enrollment	659 Students	
Principal	Regenia McClain	864-355-2700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	63	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 23 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No
2006	Average	Unsatisfactory	Yes

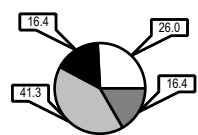
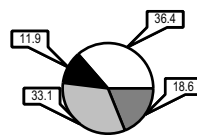
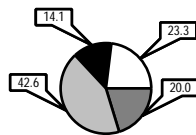
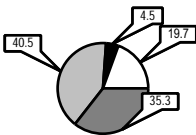
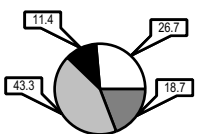
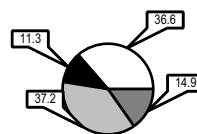
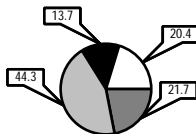
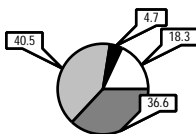
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	306	99.0	18.9	40.8	35.8	4.5	49.1	Yes	Yes
Gender									
Male	149	98.0	18.9	46.5	29.9	4.7	44.9	N/A	N/A
Female	157	100.0	18.8	35.5	41.3	4.3	52.9	N/A	N/A
Racial/Ethnic Group									
White	174	98.9	15.2	36.7	43.0	5.1	57.0	Yes	Yes
African American	82	98.8	28.8	51.5	16.7	3.0	33.3	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	41	100.0	18.2	45.5	33.3	3.0	36.4	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	252	100.0	13.1	41.2	40.3	5.4	55.7	N/A	N/A
Disabled	54	94.4	47.7	38.6	13.6	0.0	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.0	18.9	40.8	35.8	4.5	49.1	N/A	N/A
English Proficiency									
Limited English Proficient	42	100.0	18.2	51.5	30.3	0.0	30.3	I/S	Yes
Non-Limited English Proficient	264	98.9	19.0	39.2	36.6	5.2	51.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	179	98.3	26.0	43.3	27.3	3.3	38.0	Yes	Yes
Full-pay meals	126	100.0	9.6	37.4	47.0	6.1	63.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	306	99.7	22.6	42.9	20.3	14.3	48.5	Yes	Yes
Gender									
Male	149	99.3	18.8	44.5	19.5	17.2	51.6	N/A	N/A
Female	157	100.0	26.1	41.3	21.0	11.6	45.7	N/A	N/A
Racial/Ethnic Group									
White	174	99.4	18.4	41.1	24.7	15.8	55.1	Yes	Yes
African American	82	100.0	34.3	49.3	9.0	7.5	26.9	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	41	100.0	21.2	45.5	21.2	12.1	54.5	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	252	100.0	19.0	43.0	21.7	16.3	52.9	N/A	N/A
Disabled	54	98.1	40.0	42.2	13.3	4.4	26.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	22.6	42.9	20.3	14.3	48.5	N/A	N/A
English Proficiency									
Limited English Proficient	42	100.0	21.2	48.5	15.2	15.2	54.5	I/S	Yes
Non-Limited English Proficient	264	99.6	22.7	42.1	21.0	14.2	47.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	179	99.4	30.5	44.4	13.2	11.9	39.1	Yes	Yes
Full-pay meals	126	100.0	12.2	40.9	29.6	17.4	60.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	306	100.0	36.0	33.3	18.7	12.0	30.7
Gender							
Male	149	100.0	33.3	33.3	20.9	12.4	33.3
Female	157	100.0	38.4	33.3	16.7	11.6	28.3
Racial/Ethnic Group							
White	174	100.0	30.2	30.2	24.5	15.1	39.6
African American	82	100.0	53.7	37.3	6.0	3.0	9.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	41	100.0	33.3	45.5	6.1	15.2	21.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	252	100.0	30.8	34.8	20.4	14.0	34.4
Disabled	54	100.0	60.9	26.1	10.9	2.2	13.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	100.0	36.0	33.3	18.7	12.0	30.7
English Proficiency							
Limited English Proficient	42	100.0	33.3	42.4	12.1	12.1	24.2
Non-Limited English Proficient	264	100.0	36.3	32.1	19.7	12.0	31.6
Socio-Economic Status							
Subsidized meals	179	100.0	47.4	33.6	11.8	7.2	19.1
Full-pay meals	126	100.0	20.9	33.0	27.8	18.3	46.1

Social Studies							
All Students	306	99.7	25.6	41.4	16.5	16.5	33.1
Gender							
Male	149	100.0	27.9	33.3	21.7	17.1	38.8
Female	157	99.4	23.4	48.9	11.7	16.1	27.7
Racial/Ethnic Group							
White	174	99.4	21.5	38.0	19.6	20.9	40.5
African American	82	100.0	38.8	44.8	10.4	6.0	16.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	41	100.0	24.2	51.5	12.1	12.1	24.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	252	99.6	20.5	43.6	17.3	18.6	35.9
Disabled	54	100.0	50.0	30.4	13.0	6.5	19.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	306	99.7	25.6	41.4	16.5	16.5	33.1
English Proficiency							
Limited English Proficient	42	100.0	24.2	54.5	9.1	12.1	21.2
Non-Limited English Proficient	264	99.6	25.8	39.5	17.6	17.2	34.8
Socio-Economic Status							
Subsidized meals	179	99.4	32.5	45.0	11.9	10.6	22.5
Full-pay meals	126	100.0	16.5	36.5	22.6	24.3	47.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	106	99.1	14.4	33.0	45.4	7.2	52.6
	4	99	100.0	20.2	56.2	22.5	1.1	23.6
	5	118	100.0	26.4	50.9	19.8	2.8	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	9.4	32.3	49.0	9.4	58.3
	4	93	97.8	24.4	39.0	34.1	2.4	36.6
	5	99	99.0	24.1	51.7	23.0	1.1	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	106	100.0	6.1	43.9	29.6	20.4	50.0
	4	99	99.0	22.5	37.1	30.3	10.1	40.4
	5	118	100.0	32.1	44.3	14.2	9.4	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	9.4	38.5	30.2	21.9	52.1
	4	93	100.0	21.7	47.0	18.1	13.3	31.3
	5	99	99.0	37.9	43.7	11.5	6.9	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	106	99.1	26.8	41.2	24.7	7.2	32.0
	4	99	100.0	39.3	42.7	10.1	7.9	18.0
	5	118	100.0	43.4	23.6	10.4	22.6	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	27.1	32.3	21.9	18.8	40.6
	4	93	100.0	41.0	27.7	25.3	6.0	31.3
	5	99	100.0	40.9	39.8	9.1	10.2	19.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	106	99.1	4.1	34.0	27.8	34.0	61.9
	4	99	100.0	15.7	44.9	22.5	16.9	39.3
	5	118	100.0	26.4	43.4	17.9	12.3	30.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	10.4	36.5	27.1	26.0	53.1
	4	93	100.0	33.7	44.6	13.3	8.4	21.7
	5	99	99.0	34.5	43.7	8.0	13.8	21.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 659)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.7%	Down from 3.2%	2.7%	2.8%
Attendance rate	96.5%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 1.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.3%	No change	0.0%	0.0%
Eligible for gifted and talented	7.9%	Down from 17.3%	11.2%	10.4%
On academic plans	35.8%	N/AV	36.5%	33.6%
On academic probation	24.7%	N/AV	1.5%	1.0%
With disabilities other than speech	11.9%	Up from 11.3%	8.4%	7.5%
Older than usual for grade	0.8%	Down from 1.2%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	52.5%	Down from 63.4%	53.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	82.2%	Down from 89.2%	88.1%	87.3%
Teacher attendance rate	96.6%	Up from 94.3%	94.8%	94.9%
Average teacher salary	\$42,052	Down 5.3%	\$42,507	\$42,485
Prof. development days/teacher	12.1 days	Up from 10.2 days	14.0 days	13.3 days
School				
Principal's years at school	8.0	No change	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.5 to 1	18.3 to 1	18.6 to 1
Prime instructional time	89.7%	Up from 88.1%	89.6%	89.7%
Dollars spent per pupil*	\$6,080	Up 4.6%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	65.3%	Down from 67.2%	63.5%	64.0%
Percent of expenditures for instruction*	67.7%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Duncan Chapel's state-of-the-art facility provides increased opportunities for students to integrate technology, the arts and literature into stimulating learning experiences. We maintained an All Clear accreditation by the Southern Association of Colleges and Schools and the State Department of Education. The many strengths of the school include strong instructional leadership, fully certified staff, sequentially organized curriculum, a strong PTA (over \$60,000 budget), parent volunteer program (over 30,000 hours), 38 years of 100% PTA membership, and a supportive community partnership.

School-Wide accomplishments include:

Red Carpet Award from the State Department of Education

Participation in the Standards in Practice Model

Implementation of Baldrige model for Quality Students

Recognized as a 2006 Safe Kids School by the Greenville Children's Hospital

2004-05 District Teacher of the Year

Our School Leadership/Portfolio team developed goals, objectives and strategies for our students for 2006-07. Two goals were selected as the highest priority for improvement in 2006-07 based on test scores and surveys. Two desired results for student learning are: Ensure that all students demonstrate mastery of high academic standards and real world tasks to close gaps in achievement.

Improve public understanding and support that nurture parental, community, and volunteer involvement.

Regenia McClain, Principal

Jane Dibridge, SIC/PTA

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	92	79
Percent satisfied with learning environment	94.7%	85.9%	82.1%
Percent satisfied with social and physical environment	94.7%	83.7%	89.7%
Percent satisfied with school-home relations	97.3%	94.5%	77.9%

*Only students at the highest elementary school grade level at this school and their parents were included.